Texas Education Agency
Standard Application System (SAS)

2018–2020 School Transformation Fund - Implementation

Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 MAY 29 PH 3: 15 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Richardson ISD	057916	Thurgood Marshall Elementary/057916-146	

Vendor ID #	ESC Region #		DUNS #
75-6002311	10		041087255

Mailing address		City	State	ZIP Code
400 S. Greenville Avenue		Richardson	TX	75081-

Primary Contact

First name	M.I.	Last name	Title
Joe		Miniscalco	Executive Director
Telephone #	Email address		FAX #
469-593-0233	joseph.miniscalco@risd.org		

Secondary Contact

First name	M.I.	Last name	Title
Kim		Fuller	Executive Director
Telephone #	Email address		FAX #
469-593-7466	kim.fuller@risd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Kim		Fuller	Executive Director
Telephone #	Email address		FAX #
469-593-7466	kim.fuller@risd.org		

Signature (blue ink preferred)   Date signed
(signature)   5/25/18

Only the legally responsible party may sign this application.

701-18-112-029

Schedule #1—General Information

| County-district number or vendor ID: 057916 | Amendment # (for amendments only): |

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:057916	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
x	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
x	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057916	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For **Partnership Implementation** models (**P2 Partnership** and **IMO Partnership**), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For **New School Implementation** models (**Reset** and **Fresh-Start**) and **Redesign**, the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For **Reset**, the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment

County-district number or vendor ID:057916	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057916	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057916	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Richardson Independent School District (RISD) is applying for the Transformation Fund - Implementation Grant in order to launch the Accelerating Campus Excellence (ACE) initiative at the 2017-2018 focus school, Thurgood Marshall Elementary (TME), on the evidenced-based principles that transforming schools require strong leadership and effective teachers enveloped in an environment of high expectations for scholars and staff. The ACE model incentivizes a district's most effective teachers and principals to teach in historically challenged schools and supports them with professional development, extended learning time, and after-school enrichment and social/emotional support for students. The ACE program offers competitive stipends to incentivize teachers and principals to relocate to campuses with high economically disadvantaged populations, high teacher turnover rates, proportionally less experienced teachers as compared to other campuses in the district, and low student performance. Richardson ISD has established these key characteristics for an ACE school:

- Schools and classrooms promote an inspiring college-going culture of high expectations,
- Teachers demonstrate an unwavering belief that ALL students can achieve,
- A growth mindset is embraced for students and adults with a commitment to continuous improvement,
- Instructional best practices are used to accelerate learning for all students,
- A commitment to data driven instruction is utilized to diagnose needs, adjust and measure progress, and
- Parent and community partnership is valued and supported.

These key characteristics are crucial to meeting the district defined goal of **Providing High Performing, Student Focused Teachers and Leaders** and supporting the attainment of RISD's target set of student outcomes.

Needs assessment: The ACE model recommendation was an outgrowth of a detailed strategic planning process that included substantial community input. As a part of the strategic planning process a detailed needs assessment (as outlined in Sch. 13) and root cause analysis process was conducted which included the involvement of a strategic planning committee team and the RISD Equity Action Team. Reviewed data included student performance, teacher retention, teacher performance, climate survey, demographic data, and other data sources to help prioritize the needs to target. This process will be repeated each year as part of our district and campus planning process with built in performance targets. The Executive Director of School Improvement and ACE Academic Facilitator will work with campuses to monitor the execution of the program strategies and determine when and how modifications are made to the strategies addressing performance objectives.

Budget Development: The grant budget was based upon the campus needs assessment's determination of a need for campus redesign. A major component of the budget is to support TME's transformation as related to the strategic staffing model. In order to recruit and retain high quality staff at TME, the staff will receive stipends based upon their positions. All positions at TME will be posted and applicants will go through an extensive selection process in order to be chosen for the campus. The grant budget includes incentive stipends to encourage high-quality staff to apply and stay at TME. The budget also includes professional development necessary to lead a turnaround movement in a high-needs campus and materials needed for the redesign process.

Demographics: TME currently has 87% Economically Disadvantaged, 40% LEP/Immigrant, 96% Minorities, and 61% At-Risk students. TME is a Focus campus which means it is a Title I school with the widest gaps in reading and math performance for historically underserved students. TME demographics and academic challenges resulted in it being targeted for the ACE redesign model with the goal of increasing the number of students in great schools. Through bold

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and aggressive action, RISD plans to transform this low-performing school by improving the learning environment and providing high-quality staff to meet the main goal of the grant, increasing student achievement.

Management plan: The RISD School Improvement department will provide consistent, high-quality management of the ACE program at TME and will work directly with the campus principal and instructional leadership team to support program implementation fidelity. The ACE model has a built in monitoring system which includes frequent visits, check-ins, and data disaggregation meetings at the campus and district levels to ensure program success. The RISD Office of Accountability and Continuous Improvement will monitor the campus through outcome observations and using an internal metric designed to evaluate key performance indicators (KPIs outlined in Sch. 14).

Program evaluation: RISD will conduct both formative and summative evaluation for the five components of the ACE program (see Sch. 14). Classes will perform numerous formative assessments (checks for understanding, demonstrations of learning, and weekly quick checks) followed by weekly data meetings to examine results and students' work. Adjustments to instruction will be made as needed to correct the academic trajectories of students' performance. Formative evaluations will also examine program implementation to identify potential issues and suggest necessary modifications or revisions of the implementation methods. An outcome-focused summative evaluation will make judgments on the efficacy and impact of the ACE program at the end of each year. The evaluations will utilize qualitative and quantitative methods.

Statutory requirements: The grant application completely and accurately answers all statutory requirements. With District support, TME has developed a targeted school improvement plan and will begin implementation in 2018-19. The district monitors how TME's Title I funds are used and will align other Federal, State, and local resources to carry out the implementation of the ACE program. RISD will modify practices and policies to provide operational flexibility to enable full and effective execution of the ACE program at TME.

TEA requirements: The grant application completely and accurately answers all TEA requirements. RISD's vision for improving student outcomes using a supported school redesign process is outlined. The rationale for selecting the school redesign model to align with RISD's theory of action and how high-level district and community stakeholders were educated about the ACE is presented. RISD will continue to support TME by providing additional funding necessary to maintain the redesign program and will apply lessons learned throughout the LEA as additional campuses implement the ACE program in the future. The ACE program furthers RISD's vision to serve and prepare every student for their global future by placing a highly effective teacher in every classroom, equipping schools with strong leadership teams, and maintaining high expectations for both staff and students.

The RISD ACE Model is designed around a three-year commitment to incentivizing effective leaders and teachers to support the transformation of students and the TME school community. Our local budget is designed to support the incentivization of staff and other program components for a three-year period with the contractual agreement between staff and district adjusted to reflect a three year agreement. The district is partnering with outside organizations to solicit philanthropic dollars to assist in maximizing the financial support of the program for three years and beyond. The district is also engaged in additional exercises to submit grants to acquire long-term support. RISD is committed to the implementation of the ACE model at TME and sustaining the success and practices expected as a result of its successful implementation. Principals and staff will establish challenging, but attainable, goals for student achievement with the expectation that TME will see significant academic improvements in just one year. RISD is committed to the goal of TME becoming a high-quality campus and increasing the number of students in great schools with the acceleration of academic excellence for all students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057916				Amendment # (for amendments only):	

Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)

Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$ 84,515	$	$ 84,515
Schedule #8	Professional and Contracted Services (6200)	6200	$ 205,000	$	$ 205,000
Schedule #9	Supplies and Materials (6300)	6300	$ 500	$	$ 500
Schedule #10	Other Operating Costs (6400)	6400	$ 500	$	$ 500
Schedule #11	Capital Outlay (6600)	6600			
	Consolidate Administrative Funds			☐ Yes **X** No	
Total direct costs:			$	$	$ 290,515
Percentage% indirect costs (see note):			N/A	$ 9,485	$ 9,485
Grand total of budgeted costs (add all entries in each column):			$	$	**$ 300,000**

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057916			Amendment # (for amendments only):	

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		6	$ 25,500
2	Educational aide		3	$ 4,000
3	Tutor			$
Program Management and Administration				
4	Project director			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor		3	$ 39,000
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor		1	$ 9,000
13	Social worker			$
14	Community liaison/parent coordinator			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Title			$
22	Title			$
23	Title			$
24		Subtotal employee costs:			$ 77,500
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay			$
26	6119	Professional staff extra-duty pay			$
27	6121	Support staff extra-duty pay			$
28	6140	Employee benefits			$ 7,015
29	61XX	Tuition remission (IHEs only)			
30		Subtotal substitute, extra-duty, benefits costs			$ 7,015
31		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$84,515**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID:057916	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	$150,000
2	Professional Development - training for campus impact team on leadership, instructional strategies, data protocols, collaborative planning process, student culture systems, and observation/feedback processes.	$55,000
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$205,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID:057916	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$ 500
	Grand total:	**$ 500**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$
Subtotal other operating costs requiring specific approval:		$
Remaining 6400—Other operating costs that do not require specific approval:		$ 500
Grand total:		**$ 500**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057916			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 057916	Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	558	87.32%	All numbers on Schedule 12 are for the 2017-2018 school year.
Limited English proficient (LEP)	122	19.09%	
Disciplinary placements	10	1.1%	
Attendance rate	NA	95.47%	
Annual dropout rate (Gr 9-12)	NA	NA	

Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	23	56.20%	
6-10 Years Exp.	11	25.40%	
11-20 Years Exp.	6	15.00%	
20+ Years Exp.	2	3.40%	
No degree	0	0.00%	
Bachelor's Degree	32	76.50 %	
Master's Degree	10	23.50%	
Doctorate	0	0.00 %	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	X Public	□ Open-Enrollment Charter	□ Private Nonprofit	□ Private For Profit	□ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
41	106	93	88	78	85	80	68	0	0	0	0	0	0	639

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	8	7	5	5	5	5	4	0	0	0	0	0	0	42

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057916	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The decision to redesign Thurgood Marshall Elementary was based upon the results of a detailed needs assessment and root cause analysis process which included the involvement of a strategic planning committee team and the RISD Equity Action Team. The teams reviewed student performance data, teacher retention data, teacher performance data, climate survey data, and other soft and hard data sources to help prioritize the needs to target. The overall data indicated that teacher and student performance, teacher retention rates, and student discipline levels at TME lag significantly behind district campuses with small percentages of low income students and small percentages of non-white students. Student academic achievement indicated that inexperienced teachers providing instruction to low-income, at-risk students does not result in performance outcomes that are successful according to state measures.

2016-2017 Data:

School	Total # Teachers	0 Exp	1 year	% In-Experienced Teachers	Total Enrollment	Number of Low Income Enrolled	Low Income % Enrolled	Non-White%	Attendance	Index 1	Pct >= Proficient T-TESS Domain II
Thurgood Marshall El	41	6	4	24.39%	681	566	83.11%	96.62%	95.47%	58	61%

% at Satisfactory Standard, or Approaches Grade Level, or above in Reading, Math, and Writing for TME

Subject / Grade	2014-15			2015-16			2016-17		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Grade 3	56%			45%	58%		68%	68%	
Grade 4	32%		27%	45%	64%	41%	45%	63%	37%
Grade 5	67%			58%	88%		59%	75%	
Grade 6	69%			51%	69%		41%	62%	
All Grades	56%		27%	49%	69%	41%	54%	67%	37%

* STAAR data not available for the 2017-18 school year yet.

As a result of the academic challenges presented to teachers at schools with high percentages of economically disadvantaged populations, recruiting and retaining experienced teachers has been less than favorable. Also, performance of the less experienced teachers at Thurgood Marshall has lagged significantly behind most campuses in the Richardson ISD. Hence, the reason why the district targeted Thurgood Marshall for a strategic compensation package to recruit and retain a high-quality staff. District stakeholders reviewed and analyzed other districts that have implemented the ACE model to address the same challenges as experienced at Thurgood Marshall and the implementation of the model has enabled performance levels to rise considerably in the targeted areas. Therefore, the district and campus planning teams developed a targeted school improvement plan for TME which incorporates the implementation of the ACE model.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID:057916	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	High Quality Teacher Recruitment and Retention	The Grant would support the need to incentivize and retain high growth teachers at a highly mobile and at risk campus. The ultimate goal will be to retain high quality teachers who are committed to the success and growth of the students at Thurgood Marshall.
2.	Student Performance Outcomes	The Grant would support professional learning opportunities driven by data from state and local assessments.
3.	Leadership Development	The Grant would support the development of leadership skills necessary to lead a turnaround movement in a school that has a high concentration of at-risk and economically disadvantaged students and in a school community that has a high mobility rate. The leadership development will focus on the integration of observation and feedback protocols, data driven instruction practices, effective professional development opportunities and the development of strong staff and student cultures.
4.	Social Emotional Learning Need	The research and data indicate a need to ensure the needs of the whole child are met, which includes an implementation of a researched based SEL program. Professional Development around SEL and the program will be paramount to the success of the school
5.	Parent/Community Engagement	The grant would help identify and support parent education and engagement on an ongoing basis. This can be included in the afterschool program, during the day etc. Opportunities such as enrichment, parent education and language development will be made available to parents and community.

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Schedule #14—Management Plan		
County-district number or vendor ID: 057916		Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Teaching Trust	Teaching Trust is a leadership development organization focused on building high quality leaders at all levels within and across schools. Through high-impact professional development, dedicated coaching, and a relationship-based approach, Teaching Trust plays a critical role in developing great leaders, great teams, and great schools.
2.	Big Rocks Educational Services	Big Rocks Educational Services works collaboratively with district support staff to establish project goals, define metrics for success and work alongside districts to align systems with school program goals and priorities. They collaborate and work alongside school staff throughout the implementation process and help create sustainable systems of support and capacity around those systems.
3.	Dallas Teacher Residency Program	The Dallas Teacher Residency Program will work with RISD staff to provide Teacher Assistants to support core, intervention, and enrichment instruction as the resident earns their teaching certification and receives mentoring from a RISD Mentor Teacher.
4.	Executive Director of School Improvement	The Executive Director of School Improvement will work directly with the campus principal and their instructional leadership team to support the program indicator implementation. The Executive Director will act as coach, monitor and evaluator of the campus principal ensuring the fidelity of program model operations. Desired qualifications: • Master's degree in education is required. • Significant elementary principal and district leadership experience. • Successful school turnaround experience as an Executive Director. • Hold or qualify for a Texas Mid-Management, Principal, or Superintendent Certification. • Exhibit evidence of success in maximizing student performance, leadership, and operational effectiveness.
5.	ACE Academic Facilitator	The ACE Academic Facilitator will work directly with the Executive Director of School Improvement, ACE Principal, and their instructional team to support the program implementation. The ACE Academic Facilitator will help lead and support the instructional plan implementation for teachers and students to assist in the fidelity of the program model operations. • Desired qualifications: • Bachelor's degree required • Master's degree preferred • Valid teaching certificate required with a concentration in Reading/Language Arts and Math Five years teaching experience preferred with and emphasis in Reading/Language Art and Math; analysis of assessment and accountability data; development and delivery of professional development; leadership role in campus/department committees; coaching experience .

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID:057916	Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Campus Leadership Development	1.	Select and hire Thurgood Marshall Principal.	03/26/2018	03/28/2018
		2.	Provide leadership development and support from Teaching Trust & Big Rocks Educational Services	07/09/2018	06/30/2019
		3.	Provide on-going leadership development from ED of School Improvement & ACE Academic Facilitator.	05/21/2018	06/30/2021
2.	Effective Teacher Development	1.	Teaching Trust will provide training to campus impact team on leadership, instructional strategies, data protocols, collaborative planning process, student culture systems, and observation/feedback.	05/21/2018	06/30/2018
		2.	Campus impact team trains campus staff on leadership, instructional strategies, data protocols, collaborative planning process, student culture systems, and observation/feedback processes.	07/30/2018	06/30/2021
		3.	Teaching Trust will provide monthly onsite & remote professional development & coaching to impact team.	07/30/2018	06/30/2021
		4.	Teaching Trust, Big Rocks Educational Services, ED of School Improvement & ACE Academic Facilitator will monitor/review program implementation.	07/30/2018	06/30/2021
3.	Instructional Excellence	1.	Teachers will receive internal professional development and support on strategies, data protocols, collaborative planning process, student culture systems, and observation/feedback from ACE Academic Facilitator and Campus ICs.	05/21/2018	06/30/2021
		2.	ACE Academic Facilitator & Campus ICs will support and monitor the implementation of the program.	05/21/2018	06/30/2021
		3.	ACE Academic Facilitator & Campus Administrators will support Campus ICs throughout the year with regular training/support on program components.	05/21/2018	06/30/2021
4.	Extended Learning	1.	Teachers will receive curriculum support documents that are designed for extended learning timeframes.	08/20/2018	6/30/2021
		2.	Extended learning time in the master schedule.	08/20/2018	06/30/2021
		3.	Implementation of the curriculum within the allotted time-frame will be monitored in collaborative planning session and during direct instruction.	0/8/20/2018	06/30/2021
5.	Social Emotional Support	1.	Provide training on SEL curriculum & strategies.	08/10/2018	06/30/2012
		2.	SEL staff member will provide ongoing support for teachers and students related to the implementation and the execution of the SEL curriculum.	08/20/2018	06/30/2021
		3.	Explore and identify additional SEL components for teachers to support the development of students.	05/30/2018	06/30/2021
6.	Parent and Community Partnership	1.	RISD ACE Parent Support Committee will meet to support parents throughout ACE implementation.	0/5/11/2018	07/27/2018
		2.	Calendarization of support services constructed.	05/14/2018	07/27/2018
		3.	Support services provided for ACE parents	08/13/2018	06/30/2021

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057916	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As an ACE campus, Thurgood Marshall will implement and monitor the ACE model components. The use of formative assessments created by teachers and the district will play a key role in providing campus and district personnel data to help facilitate data-driven decision-making. The district has designed specific program metrics for the measurement of the ACE model that will have a minimum requirement for review at each quarter in line with the campus improvement plan goal measurement.

In alignment with locally developed and administered district assessment events, program goals, and evaluation metrics, the ACE program will be reviewed by the Executive Director of School Improvement and the ACE Academic Facilitator. A report will be provided to the Deputy Superintendent with an update on the progress and acquisition of the RISD ACE Program.

Evaluation Indicators:

- Climate Survey
- Staff Retention Rates
- Teacher Attendance Rates
- CBA results
- Students satisfaction surveys - Enrichment Surveys
- Extended Day Attendance Rates
- Disciplinary Office Referrals
- Student Self-Efficacy Survey Results
- Parent Participation Rates in School Activities
- Annual Parent Survey

Campus and district personnel, with support from the TEA Matched School Transformation Partner, will provide oversight and monitoring of ACE program initiatives on weekly and monthly intervals targeting specific areas like collaborative planning and professional learning communities, data meetings, observation and feedback sessions, student culture practices, and campus professional development.

Campuses will provide weekly formative assessments to provide frequent formal and informal review of student performance. Data from District developed curriculum based assessments each 6-9 weeks, Middle of the Year, STAAR Simulations and STAAR end of year will be used to determine the effectiveness of the ACE model.

Any goals and objectives not being met will be adjusted by the campus improvement committee and related to all stakeholders via email and on the district web-site for school improvement.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Richardson ISD is committed to working with our TEA matched School Transformation Partner and other district partners to implement the ACE program at TME and at three other high-needs campuses. We are committed to providing the three required foundational elements of school transformation: strong school leadership, effective teachers, and high expectations for both scholars and staff. That's why one of the key goals of the ACE program is "placing an effective teacher in front of every student," and Richardson ISD continues to have a relentless focus on improving the quality of instruction and growing the capacity of both our campus leadership teams and our teachers. When it comes to school transformation, the larger the percentage of effective teachers in the school, the greater the chance of turning the school around.

As we are selecting teachers and campus leaders who are highly effective, we know that the expectations for the quality of instruction will be high. The principals and staffs at the ACE schools will establish challenging, but attainable, goals for student achievement with the expectation that these schools will see significant academic improvement in just one year. Raising expectations for student performance and achievement may be the most difficult part of the ACE strategy, however, deliberate steps have been taken on staffing, curriculum, professional development, and outreach to support the ACE schools and ensure that all project participants remain committed to the project's success.

Additionally, staff members will receive considerable professional development on teamwork, change management, high yield instructional strategies, developing student habits of mind and understanding and supporting the social and emotional needs our scholars. Recognizing the challenges that a turnaround environment poses with increased performance expectations, an extended school day, additional professional development days, and the need to secure highly effective administrators, teachers, and staff, the district will be incentivizing ACE staffs to help support a more equitable redistribution of high performing teachers throughout Richardson ISD.

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	Schedule #15—Project Evaluation		

County-district number or vendor ID: 057916		Amendment # (for amendments only):	

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Administer surveys to collect feedback from ACE teachers and staff	1.	Satisfaction with leadership and support in Staff Climate Survey
		2.	Satisfaction with feedback and support in Teacher Climate Surveys
		3.	Satisfaction with professional development in after-training surveys
2.	Administer surveys to collect feedback from served ACE students and parents	1.	Favorable ratings in Elementary Student Engagement Survey
		2.	Favorable ratings in the Parent/Guardian Survey
		3.	Improved self-efficacy reported in Elementary Self-Efficacy Survey
3.	Utilize descriptive statistics to investigate the program implementation	1.	Frequency of meetings between coaches or specialists with teachers
		2.	Number of enrichment activities and participated ACE students
		3.	Decreased % of students with failing course grades in CBA tests
4.	Utilize descriptive statistics to measure the program outcomes	1.	Annual teacher retention rate and attendance rate
		2.	Increased scores and passing rates in ISIP and STAAR tests
		3.	Decreased number of student disciplinary offenses
5.	Apply repeated measure design to gauge the improvement	1.	Improved literacy knowledge and skills measured by the ISIP test
		2.	Increased reading and math performance measured by STAAR
		3.	
6.	Employ ANOVA analysis to determine the impact of enrichment opportunities	1.	Contribution of after school programs to academic performance
		2.	Contribution of after school programs to behavioral performance
		3.	
7.	Conduct document analysis to inspect program implementation	1.	Sufficient professional development opportunities provided to staff
		2.	Adequate supports provided to teachers by coaches and specialists
		3.	Satisfactory social-emotional supports and trainings at ACE school
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID:057916	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD will conduct both formative and summative evaluation for five components of the ACE program (ACE 5). Formative evaluation will examine the program implementation, identify potential issues and suggest necessary modification or revision for improvement. Outcome-focused summative evaluation will make judgments on the efficacy and impact of the ACE program at its conclusion. The evaluations will utilize qualitative and quantitative methods.

Effective Principals and Teachers. The following information will be collected for formative evaluation: (1) Professional development activities delivered to ACE principals and teachers will be logged in details including attendance and contents. (2) Further, a brief follow-up survey after each professional development will be used to collect attendees' satisfaction with and feedback on the relevance and effectiveness of the training. The survey findings will be used to continuously improve the professional development quality. Summative evaluation includes: (1) Campus leadership effectiveness will be measured by quintile scores of the Culture of Feedback and Support section in the Mid-Year and End-Of-Year Teacher Climate Surveys and percentages of favorable ratings in the annual Staff Climate Survey. (2) ACE teacher retention rate will be used as an indicator of successful administration. (3) Some sections of Texas Teacher Evaluation and Support System (T-TESS) will be used to measure teaching effectiveness. (4) Teacher attendance rate will be collected as a measurement of teacher daily performance. (5) Teacher support and impact on students will be determined by quintile scores of the Significant Adults section in the Student Engagement Survey.

Instructional Excellence. The evaluation of this ACE component will focus on how teachers receive supports of high-yield math and literacy teaching strategies, how they apply the strategies in core instruction with fidelity, and how their instructional practices impact on student academic performance. The following information will be gathered for formative evaluation: (1) The supports provided by instructional coaches and intervention specialists will be archived. (2) Instructional coaches, intervention specialists or campus administrators will log their classroom walk-through or observation. The archives and logs will be analyzed to determine the fidelity of program implementation at the classroom level. (3) Data from District developed Curriculum Based Assessments will be analyzed by unit to investigate teaching effectiveness. For summative evaluation, (1) Istation Indicators of Progress (ISIP) scores will be used to measure Kindergarten to Grade 2 students' literacy improvement. (2) STAAR Reading and Math test scores will be used to examine the academic performance of Third Graders and above. (3) Repeated measure design will be employed to gauge student academic improvement attributed to the ACE program.

Extended Learning. The formative evaluation of this ACE component will investigate enrichment opportunities provided to students in the after-school programs, while the summative evaluation will examine the impact on student. Enrichment opportunities provided by the after-school programs, as well as student participation, will be logged to present how this ACE component is implemented on campus. To determine the impact of *Extended Learning*, Analysis of variance (ANOVA) analyses will be conducted to decide if any significant difference exists in the academic and behavioral performance between ACE students who participate in the after-school programs and who don't.

Social-Emotional Support. The formative evaluation will inspect how social and emotional supports will be provided to ACE teachers and students. (1) Document analysis will be conducted for training, supports, and Social and Emotional Curricula. (2) Surveys will be administered to examine the satisfaction of teachers and students with the trainings and supports provided. (3) The Elementary Student Self-Efficacy Survey will be conducted at the beginning, in the middle, and at the end of the school year. The quintile scores of relevant items in the Survey will be used to track the development of elementary student self-efficacy. The summative evaluation of this ACE component will investigate student disciplinary data and determine whether social and emotional supports meet student needs and help students improve their behavioral performance.

Parent and Community Partnership. The formative evaluation will collect and analyze information regarding the District and school efforts to reach parents and community members, effectively communicate with them, and engage them in school events/activities. The summative evaluation will determine the outcomes of District and school parent engagement efforts by examining favorable ratings measured by the annual Parent/Guardian Survey.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057916	Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TME annually plans, drafts, and implements a campus improvement plan with goals and performance objectives reviewed quarterly per current practice. The annual campus improvement process is aligned to the state improvement framework which includes the Texas Accountability Intervention System (TAIS) and is used to identify educational strengths, educational areas of need, and focus priorities.

TME's site-based team, composed of educators, parents, community/business leaders, will work through a detailed comprehensive needs assessment involving identification of critical success factors, root cause analysis, and identification of problem statements. The team will conduct the data analysis using a standardized process aligned to TAIS and will encompass a root cause analysis that supports the identification and prioritization of needs. The needs will be addressed through the establishment of annual goals and strategies that address root causes.

TME will establish priorities directly supporting the identification and execution of ACE program initiatives, will dissect annual goals to determine strategies and interventions for improvement, and establish periodic quarterly check points for monitoring progress. The quarterly data reviews will be used to determine program implementation and impact level and to make adjustments to the plan as needed. A detailed data analysis process will enable the site-based decision-making team to explore and identify data trends and patterns to support the development of the targeted school improvement plan. This data will also be used to adjust the plan to ensure that the ACE program model is implemented successfully. With District support, Thurgood Marshall Elementary has developed a targeted school improvement plan and will begin implementation in 2018-19.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will monitor TME's Title I funds through the school improvement plan and will align other Federal, State, and local resources to carry out the implementation of the ACE program. The district's continuous improvement process has built-in quarterly evaluation dates that has established expectations of the Principal of Thurgood Marshall Elementary School meeting with the Executive Director of School Improvement to perform detailed review of campus goals and performance outcomes versus the ACE program evaluation metric. Frequent formative assessment built into the ACE model instructional calendar will enable for campus and district personnel to regularly monitor the program model for the fidelity of implementation and to adjust strategies and activities to meet improvement outcomes. Each six to nine-weeks data will be reviewed formally to help measure progress toward goals. The ACE program metric specifies the review of attendance, formative student performance, discipline offenses, climate survey, and classroom observation data.

The Executive Director of School Improvement and the ACE Academic Facilitator will visit the TME campus weekly to monitor the effective implementation of the campus improvement plan. The visits will follow a regular protocol to review instructional and cultural program elements. The visits will help measure programming strengths based upon a performance rubric to monitor strengths and needs. Campus administrators will calibrate with central staff members and outside consultants to support program implementation. After each visit a debrief session will be held to collaboratively plan next steps for action. The next steps will include coaching, professional development, modeling, and possible resource allocation. When data is not reflective of progress then action steps will be adjusted. An outcome-focused summative evaluation will make judgments on the efficacy and impact of the ACE program at the end of each year and will be used to make adjustments for the following year. If after three years the ACE program is deemed unsuccessful, additional action will be taken by the district to revamp the program or consider other options.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Richardson ISD utilizes a procurement process that meets TEA requirements and Federal EDGAR requirements. RISD will only secure external partners to provide services that are determined to be vital to the program but is not available from within the District. A competitive bid process will be used for Professional Services contracts over $50,000 for a 12-month period, will undergo legal review, and will require Superintendent or Board approval. The Richardson ISD process is detailed below:

The advertisement for bids, description in the request for bids of item(s), work and/or services and specific terms and conditions is done in a manner that stimulates competition and obtains the lowest practical price.

A request for bids contains the following elements:
• Purchase description or specifications covering the item(s) to be obtained
• Work and/or services needed
• Terms and conditions for the proposed bid contract
• Time and place for opening bids and other provisions

The bid process involves:
• Development of clear specifications
• Advertising for competitive bids
• Responding to vendor questions
• Opening and tabulating the bids
• Analysis of the bids to ensure compliance with requirements
• Recommending the vendor(s) for bid award
• Award of the bid by the board

For external partners under $50,000 a qualified, high quality provider is selected based upon multiple quotes, district needs, provider fees, and quality of service. Contracts under $50,000 are reviewed and approved by the Financial Services Department.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057916	Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RISD ACE Model will be supported through local, state and federal dollars. The district has allotted 3.2 million dollars in general operating funds to provide support for:

- The acquisition of student uniforms to help support students and to create a culture of high expectations and school spirit,
- Transportation for students who participate in our after-school enrichment and intervention programming that lasts until 6:00pm each afternoon,
- Additional curriculum and professional development for teachers focusing on the social and emotional needs of our students, and
- Contracted services for leadership development and professional learning for administrators and teachers.

Title I and Title II funds will be used to help provide stipends to recruit and retain highly effective administrators, teachers and staff to support cultural and academic changes. Title I funds will also be used to provide after-school enrichment and intervention programs.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the ACE model, Thurgood Marshall Elementary School will have operational flexibility and use modified practices to enable the effective implementation of the program plan by:
- Extending the school day one hour for additional reading and math support for longer instructional learning blocks,
- Providing after school tutoring, enrichment and intervention support for students, along with transportation and free dinner weekly between the hours of 4:00pm-6:00pm,
- Providing support for standard dress for each student, and
- Providing strategic professional development for teachers and administrators on high-yield practices.

The school redesign process will give the principal full authority over staffing, budgeting, and curriculum based upon campus, student, and community needs.

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Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program model starts with a strategic staffing initiative designed to achieve equity and transformation in perpetually struggling schools, like Thurgood Marshall Elementary school. Data across the nation proves that struggling schools in high poverty have access to the least experienced and skilled teachers. This means limited equity and access for those deserving the most. The use of a strategic staffing initiative of ACE sets out to fill the gaps of inequity.

The ACE model has identified the primary components that affect the success of campuses and has focused in on the needs of each area to maximize and support the impact using evidenced-based practices around leadership, instruction, culture, data practices and team effectiveness. Since the overall goal is to increase student achievement then building capacity within the school's leadership team is imperative. Focusing on the highest leverage actions around student culture, instructional alignment, strong data practices, and leadership team effectiveness, principals and team members will learn to apply high-yield strategies that promote increase results for students. The Executive Director of School Improvement and their staff will be partnering with consulting partners, Teaching Trust and Big Rocks Educational Services to increase the technical competence of the Thurgood Marshall Instructional Leadership Team on school-wide practices in high leverage practices while increasing the effectiveness of the team.

As we work on supporting the development of teams we also institute structured data meetings that are based on 4 keys: Assessment, Analysis, Action and Systems. In our data meetings, fostering deep conversation around instructional targets that students are required to achieve is a must followed by using formative assessments to act as a roadmap for instruction. The analysis of why students are struggling based on assessment outcomes that results in new teaching plans will be the expected practice. Achieving proficiency with data driven instructional lever allows for the other levers to result in success.

Teachers will be using the data as a roadmap to design high-yield, differentiated lessons. These lessons will be carefully vetted during the design process. Teachers will receive scheduled observations where administrators will identify specific areas for growth identified through face-to-face feedback sessions so teachers can practices specific action steps for improvement. This direct accountability is a system that ensure that feedback translates to practice. Teachers will also receive coaching in strategies that support the establishment of school-wide student culture systems. These student culture systems are the foundation upon which students develop virtuous action and positive behaviors.

Evidence–based strategy 1 - Effective Principals and Teachers - research supports the fact that talented school leadership with a team of highly effective teachers can be successful in turning around campuses that experience challenge. Our Principals and teachers will receive annual financial incentives to work in the ACE program and will also receive additional professional development support throughout the year. The professional development focuses will be on high leverage areas like observation/feedback, data-driven instructional practices, collaborative planning and professional learning communities, student and staff culture development.

Evidence–based strategy 2 - Instructional Excellence – research supports targeted instruction for at-risk students. Instructional Excellence programming will be supported by an additional hour added to the school day. This additional hour will enable the master schedule to have time added to a very deliberately structure math and literacy block where students will receive high-yield math and literacy practices through a gradual release model, during small group and 1:1 settings. The teachers will be working directly with instructional coaches and intervention specialist to provide targeted data-driven intervention during core instruction, as well as, during a specifically designed intervention block to differentiate support for struggling students. Frequent checks for understanding during core instruction will allow for teachers to regularly adjust their delivery on demand to get into a gap prevention mode, rather than just gap closure mode. Materials used will enable teachers to support individual small group practice that can be scaffolded based on the students' needs.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057916	Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation

    ☐ **P2 Partnership**

    ☐ **IMO Partnership**

New School Implementation

    ☐ **Reset**

    ☐ **Fresh-Start**

Transformation Implementation

    ☐ **Talent Transformation Model**

    x **Redesign**

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RISD ACE Model is founded on tenets of strong leadership, effective teaching and a culture of high expectations for adults and universal achievement for all students. The program model is designed to support the execution of these tenets through strong school process and systematic progress monitoring.

The primary foci considered during the implementation of the model are:
- Incentivizing, employing, deploying and supporting effective principals and teachers,
- Instructional excellence in planning, delivery and support through strong pedagogy, data driven instruction, curriculum and assessment alignment,
- Social and emotional support and development of our students,
- Extension of the learning day by one hour per day, and
- Additional intervention and enrichment practices provided after school hours until 6:00 pm daily.

Effective Principals and Teachers – The principals and teachers at TME will receive annual financial incentives to work in the ACE program and will also receive additional professional development support throughout the year provided by partnerships with Teaching Trust and Big Rocks Educational Services. The professional development focuses will be on high leverage areas like observation/feedback, data-driven instructional practices, collaborative planning and professional learning communities, student and staff culture development.

Instructional Excellence - Instructional Excellence programming will be supported by an additional hour added to the school day to provide a very deliberately structured math and literacy block. Students will receive high-yield math and literacy practices through a gradual release model, during small group and 1:1 settings. The teachers will be working directly with instructional coaches and intervention specialist to provide targeted data-driven intervention during core instruction, as well as, during a specifically designed intervention block to differentiate support for struggling students. Frequent checks for understanding during core instruction will allow for teachers to regularly adjust their delivery on demand to get into a gap prevention mode, rather than just gap closure mode. Materials used will enable teachers to support individual small group practice that can be scaffold based on the students' needs.

Extended Learning - In addition to the hour added to the regular school day to enable more time for core instruction and targeted intervention, the campus will remain open until 6 p.m., with dinner and transportation provided for the students. The after school programming will extend targeted intervention and enrichment for students. The intervention focus will continue to have a literacy and math focus to support extended learning focuses from regular school day. The enrichment programming will focus on science, art, music, mind and body fitness, as well as, supporting the social and emotional needs of students.

Social-Emotional Support - A specifically designed social and emotional programming will be used to meet the needs of at-risk students. Training and support will provide teachers and students with skills to intentionally improve the social and emotional health of the students and to empower them with tools to promote positive decision-making and communication skills. The social and emotional curriculum will be deployed daily and in association with other positive behavioral support strategies with support from the Regional Service Center and the district Student Services Department. This programming will fit within our response to intervention programming addressing both the behavioral and academic needs of students.

Parent and Community Partnership - Our parent and community focuses will be on increasing communication and engagement. The ACE intent will be to provide designed learning opportunities for parents through parent support workshops on literacy development, health, nutrition and welfare seminars, as well as, targeted activities that provide parents with tools to help parent partner with schools on the education of their children.

The transformation plan is a combination of each foci working together through a well-executed plan that has substantial monitoring which allows for plan modifications based upon results. RISD will apply lessons learned throughout the LEA as additional campuses implement the ACE program in the future. The ACE program furthers RISD's vision to serve and prepare every student for their global future by placing a highly effective teacher in every classroom, equipping schools with strong leadership teams, and maintaining high expectations for both staff and students.

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TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD Theory of Action: If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district devolves varying levels of autonomy from the central administration to campuses; and if the district annually evaluates equity levels and performance of high needs schools; and if the district makes strategic decisions regarding educator placement and pay incentives at high needs schools; then the district, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

In order for our students at Thurgood Marshall Elementary to achieve college readiness by accelerating the transformation of this struggling school we must ensure teachers and administrators have a growth mindset, high expectations, and strong relationships. Research shows the most important factor for learning is not student background, but teacher quality.

Data across the nation proves that struggling schools in the highest areas of poverty have access to the least experienced and skilled teachers, thus limiting equity and access for those deserving the most. As a result of this national data and district data, RISD is re-staffing Thurgood Marshall Elementary with strong administrators and effective teachers with proven track records for growth of students, verified by district data. Staff members learning will be accelerated with additional professional development and a commitment to excellence in both academic and social emotional learning. Consistent use of data guides instruction. Student learning is accelerated with a longer school day and with the additional of substantial enrichment exercises until 6:00pm every evening. High expectations will be achieved when relationships are prioritized, core content blocks lengthened, and core content blocks taught using high-yield strategies. Students and parents will also be supported through the provision of school uniforms and parent partnerships strengthened.

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TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RISD Strategic Planning Process enabled high-level district and community stakeholders to actively participate in the process of developing a deep understanding of and support for the ACE model. Being exposed to research and program data during the research phase of the planning process and hearing the cost-benefit analysis, educated district level and community stakeholder about the model, in turn building support for the model components.

The Equity Sub-Committee then made its recommendation to the RISD School Board on the benefits and design of the ACE model which was transmitted to the greater RISD community in an open session presentation. On March 19, our Superintendent Dr. Jeanie Stone and the TEA Commissioner Mike Morath announced that RISD was implementing the ACE model at a press conference with Dallas Mayor Mike Rawlings.

Thurgood Marshall Principal Dr. Charmaine Curtis is in the process of detailing parent meetings to provide detailed, campus specific information related to the design and benefits of the model for students and parents.

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TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Executive Director of School Improvement and the ACE Academic Facilitator will regularly visit the campus weekly to support and monitor the effective implementation of the program components. The frequent and scheduled visits will target student culture processes, data meetings, collaborative planning sessions, observation and feedback sessions, classroom program fidelity walkthroughs, T-TESS calibration walks, campus improvement plan check-in, etc. The visits will help measure programming strengths based on targeted outcomes and against implementation rubric and observation protocols. Campus administrators will calibrate with central staff members and outside consultants to in an effort to provide ample data to inform support measures. After each visit a debrief session will be held to collaboratively plan next steps for action. The next steps will include coaching, professional development, modeling, and possible resource allocation. When data is not reflective of progress then action steps will be adjusted.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057916	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID:	Amendment number (for amendments only):

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No Barriers				
#	**No Barriers**	**Students**	**Teachers**	**Others**
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x

Barrier: Gender-Specific Bias				
#	**Strategies for Gender-Specific Bias**	**Students**	**Teachers**	**Others**
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity				
#	**Strategies for Cultural, Linguistic, or Economic Diversity**	**Students**	**Teachers**	**Others**
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID:057916	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐☐	☐☐	☐☐
H03	Provide training for parents	☐☐	☐☐	☐☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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